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ABSTRACT

The Council for School Renewal, comprised of administrators, teachers, counselors, and members from two nearby colleges, was formed to improve the quality of education offered at Augusta (Kansas) High School. Inspired by certain elements of the "Kansas Schools for the 21st Century," report, the council recognized that a value shift and change in school direction must occur to achieve new vision and meaning in education. Refinements and improvements must be based on certain assumptions involving implementation timelines, societal responsibility, windows of transition, self-focusing activities, teachers' facilitative roles, the need for "real time" information, teacher and student empowerment approaches, and crisis intervention strategies. Necessary value shifts are summarized. For example, focus on schooling must shift to concentration on learning and human resource development. Accreditation and "seat time" must shift to performance and competency achievement. Limited achievement must become unlimited learning; sorting systems should become open opportunity systems. Concerning general study needs, curricula must reflect the increased complexity and changed nature of knowledge. People must be prepared with certain basic skills for living, learning, and working. Equally important is finding new approaches to instruction that recognize individuals' diverse learning needs and styles. A school renewal model is presented. (MLH)

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A MODEL FOR SCHOOL RENEWAL AT THE SENIOR HIGH SCHOOL LEVEL

A Presentation on Monday, February 26, 1990
From 8:45 A.M. to 9:45 A.M.
in room 202 & 204 at the Mascone Center

by

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at the

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
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A MODEL FOR SCHOOL RENEWAL

INTRODUCTION:

The Council For School Renewal is comprised of administrators, teachers, and counselors. In addition, there are members from Butler County Community College and The Wichita State University. The Council's fundamental objective is the improvement of the quality of education offered to the students of Augusta High School now and into the 21st century.

Further, the Council has recognized and incorporated certain content of the Kansas Schools for the 21st Century, a report published by the Kansas State Board of Education, July 1989. A "value shift" and change in direction in schools must occur to bring about a new vision and meaning in education. Changes in perceptions and philosophies of teaching and learning (value shift) must take place in order to bring about the improvement needed in the development of living, learning, and working skills.

In order to commence the work involved in such a monumental assignment, the Council has considered many of the statements provided by some of the more prominent writers of the educational reform movement. After considerable discussion, a preliminary list of assumptions has been developed. These assumptions form a base from which refinements and improvements can take place. Following are the assumptions.

ASSUMPTIONS:

1. Improvement and refinement are based on positive, forward looking actions; therefore, students need something to say "yes" to in lieu of regularly saying "no."

2. There are no specific time lines for "complete implementation" of the renewal model. Cultural change requires considerable time.

3. A clearer impression among young people needs to be established in regard to individual responsibility within the larger society.

4. Windows of transition are identified within the model in order to recognize individual places in life. The educational process should help expand the window as an opportunity - not impose certain artificial procedures external to the individual that causes "starts

and stops" in learning.

5. Through the self-focusing activities in the model, each individual can come to know his/her own character - knowledge of self, understanding of self, control of decision-making about self.

6. The relationship of the "teacher" to the learner is one of "assisting and facilitating."

7. General Studies should have an assimilating and an integrating effect on information and knowledge from different fields. Such an effort should focus on individuals and their goals and purposes in life.

8. There is a great need for "real time" information - need to know (1) stress on student, (2) learning style of student, (3) maturity level of student, and (4) an equal need to get student information to teachers.

9. In order for the educational process to work in a more personalized fashion, more empowerment of students and teachers should take place in the areas of learning/instructional procedures and approaches.

10. The teacher empowerment process should develop in the same general manner as that of the students; namely, teachers need information about their stress levels, their teaching styles, and information about students they teach.

11. All learning/teaching activities are not subject matter related. Today's workplace requires employees to have not only the standard academic skills, but also other key basics as a foundation for building broader more sophisticated job related skills. These additional basics are:[1]

    - Learning to learn--the ability to acquire the knowledge and skills needed to learn effectively, no matter what the learning situation;
    - Listening--the ability to heed the key points of customers', suppliers', and co-workers' concerns;
    - Oral communications--the ability to convey an adequate response to those concerns;

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[1] AACIC Journal, Feb./Mar. 1989.

- Problem-solving--the ability to think on one's feet;
- Creative thinking--the ability to come up with innovative solutions;
- Self-esteem--the ability to have pride in one's self and believe in one's potential to be successful;
- Goal-setting/motivation--the ability to know how to get things done;
- Personal and career development skills--the awareness of the skills needed to perform well in the workplace;
- Interpersonal skills--the ability to get along with customers, suppliers, and co-workers;
- Teamwork--the ability to work with others to achieve a goal;
- Negotiation--the ability to build consensus through give and take;
- Organizational effectiveness--the understanding of where the organization is headed and how one can make a contribution;
- Leadership--the ability to assume responsibility and motivate co-workers when necessary.

12. There is potential in any school environment for some situations to reach a level of crises, thereby, short-circuiting the appropriateness of the provisions within the school renewal model. In such cases, intervention techniques are utilized in order to return the individual(s) to a more functional state.

13. An "at risk student" is any student who has come under the influence of one or more factors that jeopardizes his/her ability to succeed in life and particularly in schooling. "At risk" need not be a permanent condition or a condition that effects only some students. Any student can become "at risk" if certain factors become present in his/her life.

14. The major purpose of the school renewal model is to refine and put into practice much of what is already known about effective teaching and quality in learning experiences for <u>all</u> students in attendance in a given high school.

VALUE SHIFTS:

Finding new visions of education and meaning of education is not easy. It requires that we understand the process of change and that we design and structure education in light of both phenomena. Examples of both the value shifts and these changes are provided below:

Value Shifts and Their Directions for Education[2]

From	To
Schooling	Learning and human resource development
Accreditation or "seat time"	Performance and competency achievement
Schooling as preparation for adult roles	Schooling as preparation for lifelong learning
Limited achievement	No limits to learning
Sorting	Open opportunity systems
Measures of factual recall	Assessment of thinking and information processing skills
Teacher as content deliverer	Teacher as manager of learning
Teacher-centered learning	Learner-centered learning
Teacher responsible for structuring knowledge	Teacher responsible for teaching students to structure knowledge (information processing)

SOME GENERAL STUDY NEEDS:

Curricula must reflect the increased complexity and changed nature of knowledge. People must be prepared with the skills for living, learning, and working. Examples of

[2]Kansas Schools for the 21st Century, Kansas State Board of Education, July 1989, p. 7.

the knowledge and skills in each of these areas include the following:[3]

Living Skills

--development of strong self-concept and the individual's belief that he/she can achieve

--ability to understand personal feelings and the feelings of others

--ability to relate to others in social and task-oriented situations

--ability to establish goals and strive for their achievement

--development of an understanding of personal cultures and an appreciation of the cultures of others

--ability to live and work with persons who have different cultural experiences

--development of personal health and wellness

--development of basic consumer skills.

Learning Skills

--command of the English language (the most basic skill)

--development of strong literacy skills (reading, writing, speaking, listening, nonverbal skills)

--development of numeracy skills (computation, logic, and problem-solving skills)

--understanding of culture (history, social studies, art, music, literature, etc.)

--understanding and skills in science and technology (scientific processes; basic principles of the physical, chemical, and biological sciences; computer literacy)

[3]Kansas Schools for the 21st Century, Kansas State Board of Education, July 1989, pp. 8 & 9.

--development of information processing skills (reasoning and problem-solving skills, structuring of information, thinking skills)

--understanding of global relationships (second language, world history, world geography)

--ability to evaluate and apply knowledge.

Working Skills

--knowledge of self, personal interests, and values

--knowledge of career options and required knowledge and skills

--understanding of organizations and systems

--interpersonal skills necessary for teamwork and collaboration

--leadership skills

--group and organizational skills

--imaginal and creative skills

--work management

--entrepreneurial skills

--appropriate work ethic.

RENEWAL MODEL:

Equally important is the need to find new approaches to instruction. The structured instruction approaches of most educational institutions meet the needs of some students. Research and demonstration projects conclude that virtually every learner can learn at high levels of achievement, but the ways they learn and the approaches needed for learning vary widely.

Other research suggests that there are several different types of intelligence. These forms of intelligence might be related to individual or cultural factors. Most instruction and testing only recognize verbal and abstract forms of intelligence. Many learners get left out of the learning process and never realize their potential for learning.

A. Focus of Self
B. Interfaces
C. General Studies
D. Windows of Transition
    1. Example - Model of Tech-Prep 2 + 2

A MODEL FOR SCHOOL RENEWAL

I. Personal Inventory/Academic Plan

II. Some Activities In The Focusing Process

(a) Learning Styles
(b) Abstract/Concrete Potential
(c) Dynamics As Related To Self Decision-Making
(d) T.L.S. As Related to Stress And/Or Fear Determinations
(e) Seminars (All Students At Some Point - In Regard To Self/Group Dynamic Relations)

III. Interface "A"

(Self/Academic Interacting) (Social Interactions) (Community/Self Interactions - Community In Sense Of Problems Encountered In Society)

(a) Seminars (All Students At Some Point - In Regard To Self/Group Dynamic Relations)
(b) Teaching Styles
(c) Dynamics As Related To Community Of People

IV. General Studies

V. Interface "B"

(Disengaging From High School To Another Institution In Society - Various Windows) (Recognitions Of "Differing" Process)

VI. Various Windows

(a) Advanced Career Placement
(b) Regular Work Prep
(c) Post-Secondary Training
(d) Advanced Academic Placement
(e) College Prep

EXAMPLE: A WINDOW OF TRANSITION

Model of Tech-Prep 2 + 2

GRADE 11		GRADE 12	
GENERAL ED.	TECH-PREP	GENERAL ED.	TECH-PREP
English 3---------->	English 3	English 4 ---------->	English 4
Phys. Ed.---------->	Phys. Ed.	Phys. Ed.---------->	Phys. Ed.
Soc. Stud. ½------->	Soc. Stud. ½	Math ½-------------->	Math 1
R. Elective-------->	Prin. of Tech. I	Elective------------>	Prin. of Tech II
R. Elective-------->	Math	Free Elective 2½-->	Free Electives 2
Free Elective 1½-->	Free Elective 1½		